

**THE USE OF PORTFOLIO IN ASSESSING STUDENTS'
WRITING SKILLS AT THE FIRST GRADE OF
SMP AMAL MULYA TAWANGMANGU
IN 2014/2015 ACADEMIC YEAR**



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Abstract

This study aims at describing the use of portfolio in assessing students' writing written by the first grade students of SMP Amal Mulya Tawangmangu. This research is descriptive qualitative research. The subject of this research is the students of SMP Amal Mulya Tawangmangu at 7th A grade which consist of 30 students. The object of this research is the use of portfolio in assessing students' writing skill at the student of 7th grade of SMP Amal Mulya Tawangmangu, Karanganyar. The data are taken from event, informant, and document. The methods of collecting data in this research are observation, interview and analyzing document. The research findings show that there are tasks that are used to asses students writing skills like homework, group task, individual task, daily task and final task. The teacher used a procedure to make assessment with assess student's worksheet directly. The teacher used some aspects to determine assessment such as punctuation, diction, grammar and content. There are some instruments used to make assessment such as rubric score and scoring criteria. There are some problems faced by the teacher like time management, the process of scoring, and the teacher does not master the method of assessment. The conclusion is the use of portfolio assessment can improve student's ability on writing skills. There are some strengths and weakness of using portfolio assessment in writing skills. The strengths are portfolio assessment can improving students' writing skill in using words order, tenses, pronouns, vocabulary, sentence patterns, and other grammar forms. The weakness of using portfolio in assessing writing skill is that it needs more times for students to write and revise.

Key words : Portfolio assessment, scoring writing task.

A. Introduction

In education, there are three important points that must be mastered by teachers, namely curriculum, learning process, and assessment system. The three points should be run in balance. Professional teachers must master these three things, because they affect the learning activity, especially the process of assessment which becomes the benchmark of success or smooth a learning activity.

Assessment becomes a very important issue in education because in learning process, assessing is needed by the teacher to evaluate students' development, ability and responsibility. So, every learning activity requires an assessment. Through learning process, students get experience continually to develop student's ability to be good and perfect. The teachers need methods to improve students' ability, especially in assessing on writing skill. To do so, the teacher can use portfolio method.

A portfolio is a collection of student's work with a common theme or purpose. The use of portfolio is not new. It has been common in the fine and performing arts for years in seeking support for one's work, to document change or improvement in style and performance, or to gain admission to special schools.

Portfolio is actually composed of two major components; the process and the product (Burke, Fogarty, and Belgrad, (1994) in Lucas (vol. 16: 2006)). Process is the stage of learning that must be done to get assessment. Product is a collection of students worksheet used as assessment tool. To get the greatest benefit from the use of portfolios, it is imperative to fully understand the relationship between the developmental process and the product.

The portfolio is the actual collection of works that results from going through the development process. The development process is at the heart of successful portfolio use. Although this process may be a new experience for students and initially a time-consuming one for their teachers, most find it well worth the time and effort. The developmental process of portfolio transforms

instruction and assessment (Danielson and Abrutyn, 1997) in Lucas (vol. 16: 2006).

In writing aspect, the teacher assesses student's writing appropriate with the principles of portfolio assessments. To use portfolio in assessing writing, the teacher can make a task to assessing students writing skills by using essay test. Harris (1996:71-76) states that objectives test consists of testing formal grammar and style, testing the ability to organize material and testing the mechanics of writing. In teaching-learning process, the teacher uses technique of learning assessment through student's composition, short-answer and essay. Teacher implies the aspects of assessing writing such as micro skills (grammatical correct) and macro skills (organization of paragraph).

Especially in assessing writing, the teachers need some criteria to assess the student's writing task. It is point of view by Brown (1991:356) who states that the criteria of assessing writing include content, discourse, syntax, vocabulary and mechanics. From those criteria, the result of the writing task still need rubric score to assess a writing task. In scoring writing, Cohen (1994: 142) defines three types of rating scales in extensive and intensive writing assessment commonly used holistic, primary trait and analytic scoring.

B. Research Method

In this study, the researcher used descriptive qualitative research. The subject of the study was limited to the teacher and students of SMP Amal Mulya Tawangmangu. This research was done at SMP Amal Mulya Tawangmangu in Jl. Masjid Argomedjono. The researcher focused on analyzing first grade students of SMP Amal Mulya Tawangmangu, Karanganyar, especially on class 7th A with 30 students consist of 16 male and 14 female. The object of this study was the use of portfolio in assessing students' writing skill by the teacher at SMP Amal Mulya Tawangmangu, Karanganyar.

The data in this research are the information about the use of portfolio in assessing students' writing skills at first grade of SMP Amal Mulya

Tawangmangu, Karanganyar. The data were taken from the answer of the interview, document, the process of learning and process of assessing. There were three sources of the data, namely event, informants and observation. Method of collecting data were observation, interview and documentation. The researcher takes three stages in analyzing the data; they are data reduction, data display, conclusion and verification.

C. Research Finding

In order to make the data description clearer and easier to be understood the researcher classifies this section into three parts, namely

1. The Use of Portfolio in Assessing Students Writing Skills

a. Student's Works Assessed by the Teacher

Based on the interview and observation with the English teacher of SMP Amal Mulya Tawangmangu, Karanganyar. The teacher assesses student's worksheet from some tasks like student's homework, group task, individual task, daily test, final test.

b. The Procedure of Assessing Student's Writing Skills

Based on the interview and observation with the English teacher the researcher identifies the procedure of assessing as follows:

1) Process of Writing

Process of writing was pre-writing, drafting, revising and editing that took place throughout the process of writing. This was done by the teacher to get the best result of the process of writing skills. This process was conducted by the teacher as a procedure of assessing to get the best result in process of writing descriptive text.

2) Procedure of Assessment

The teacher conducted procedure of assessment by taking the best result of the student's. This procedure was done by the teacher to know the student's competency in English language. Procedure of assessment was one way to do assessment of the student's worksheet and to know the progress of the student's in English language especially in writing skills. The procedure of assessment constitutes steps that must be done by the teacher as the process of evaluation of the student's.

Usually the teachers assessed student's worksheet directly, especially in using portfolio assessing method in writing students. The teacher assessed students writing using portfolio assessing method. The teacher assessed student's worksheet and when the result was bad the teacher asked the students to revise to get the best result. Usually the teacher assessed the student's worksheet by giving mark like a circle and underline in word mistake with red pen. This was done by the teacher in order to the student knew the mistake in student's worksheet especially in writing descriptive text.

The teacher assessed student's worksheet directly. The teacher assessed student's worksheet without assessments planning. He just assessed student's worksheet and analyzed the result of assessment. Then, in final semester the teacher calculated the student's total score in reporting.

c. Determining the Score

Based on the interview and observation with the English teacher of SMP Amal Mulya Tawangmangu, Karanganyar, the teacher used portfolio assessing method to score student's worksheet especially in

student's task. The teacher used student's task to improve student's ability especially on writing skills.

The teacher usually determined students score in writing skill with some consideration aspect like diction, punctuation, grammar and content, because it so important in writing skills process.

From the result of the interview and observation the teacher determined the assessment adjust to the capabilities of the student's. In this case the teacher was also very concerned about the result of the students and the teacher had discretion in assessing like diction, punctuation, grammar and content. Determination of assessment had been designed by the teacher before the learning activity. The teacher prepared appraisal determination in lesson plan with that had been accompanied by assessment instruments.

2. The Instruments Used to Assess the Students' Portfolio in Writing Skills

Based on the observation and interview with the teacher, he had instrument that was used to assess student's portfolio in writing skills, usually after made on lesson plan. The teacher made the instrument of assessment with consideration the student's competency especially student's competency in writing skill. The teacher determines the instruments of assessing appropriate with student standard competency.

He described the instrument task completion to be collected as students' portfolio in learning English. The instrument of assessment was important as evidence and how the teacher process of score. The teacher made instruments of assessment based on the student's competency. The teacher made the instruments of assessment in lesson plan. He planned the process of assessment in lesson plan.

In lesson plan, the teacher also determined exercise as the instruments of students' evaluation in writing skill. Based on the

interview the teacher has materials that needed in process of assessing students writing skill especially in assessing students writing descriptive text. The material that was needed by the teacher to assess writing descriptive text is student's worksheet and red pen.

Based on the result of the interview the teacher usually did remedial to revise the result of the students score. The teacher assessed student's worksheet appropriate with student's capabilities in English language especially in writing skill. The teacher took students' score with made a draft from the first meeting and then the teachers also did in the second meeting. According to the teacher with these steps, the teachers know the students progress in English language especially in writing descriptive text.

Based on the observation, the teacher has assessment criteria. Assessment criteria was assessment made by the teacher to assess students writing skill at the first grade of the students of SMP Amal Mulya Tawangmangu, Karanganyar.

Table 4.1 Assessment Criteria

The Level of Perfection of Task Completion				
Aspect of assessment	Step I	Step II	Step III	Step IV
Diction	Many errors in the selection of words	A little mistake in the choice of words	Sometimes there are errors in the selection of words	Right in the selection of words.

Punctuation	Many errors in the use of punctuation.	A little mistake in the use of punctuation.	Sometimes there are errors in the use of punctuation.	Right in the use of punctuation..
Grammar	Many errors in the use of grammar.	A little mistake in the use of grammar.	Sometimes there are errors in the use of grammar.	Right in the use of grammar.
Content	Not appropriate with the content.	Less appropriate content	In accordance with the content.	Very appropriate content.

Based on the result of the observation with the teacher of SMP Amal Mulya Tawangmangu, Karanganyar, the teacher also explains how the teacher assesses students writing skill.

Table 4.2 Rubric Score

No.	Name	Aspect																Score
		Diction				Punctuation				Grammar				Content				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	AN				√			√				√					√	14
2.	AP		√					√			√						√	11
3.	ANS			√				√				√					√	12

Explanation:

Diction

- 1 : Choice of words are not at all appropriate.
- 2 : Often make mistakes in the selection of words.
- 3 : Sometimes there are mistakes in the choice of words.
- 4 : Right in the selection of words.

Punctuation

- 1 : Use of punctuation are not at all appropriate.
- 2 : Often make mistakes in the use of punctuation.
- 3 : Sometimes there are mistakes in the use of punctuation.
- 4 : Right in the use of punctuation.

Grammar

- 1 : Use of proper grammar is not at all.
- 2 : Often make mistakes in the use of grammar.
- 3 : Sometimes there are mistakes in grammar.
- 4 : Right in the use of grammar.

Content

- 1 : Not appropriate with the content
- 2 : Less appropriate content.
- 3 : In accordance with the content.
- 4 : Very appropriate content.

Assessment Formula :

Value= $\frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100$

E.g. $\frac{14}{16} \times 100 = 87,5$

Learners gain value:

Very Good: when obtaining a score of 3.20 to 4.00 (80-100)

Good : when obtaining a score of 2.80 to 3.19 (70-79)

Enough : if scored 2.40 - 2.79 (60-69)

Less : when obtaining a score of less than 2.40 (less than 60)

Table 4.3 Example Student's Score

No.	Name	Total Score	Value	Learners gain value	
1.	AN	14	87,5	Very Good	A
2.	AP	11	68,75	Enough	C
3.	ANS	12	75	Good	B

The teacher used student's scoring worksheet with some aspect consideration that was diction, punctuation, grammar and content. The teacher also assessed students' attitudes when learning activity. Based on the scoring above assessing method was very important to evaluate student's ability particularly in writing skills.

From the learning process, the teacher makes draft of the student's worksheet like draft1, draft 2, draft 3 and draft 4, appropriate with student's revision. This can be seen from student's portfolio illustrates the progress of students learning outcomes. Students were encouraged to continue to improve their competence through their work so it is possible that on a topic students produced more than one work by the following work conditions are operating results improve previous work. The fact was very relevant when portfolio assessment process combined with remedial activities. The student's average score of portfolio assessment as follows:

Table 4.4 Student's Average Score

Basic Competency	Date Finished portfolio	Title	Teacher's note	Score
4.13 Develop oral and written descriptive texts,	November 5 th , 2014	Description text "Myself"	Many errors in the	D

<p>very short and simple, about the people, animals, and objects, with attention to the social function, the structure of the text, and linguistic elements, correctly and in context.</p>			choice of words and grammar are very less, not accordance with the content.	
	November 6 th , 2014	Description text “My favorite figure”	Bit errors in the choice of words and grammar is pretty good, the content is good enough.	B
	November 12 th , 2014	Description text “My favorite figure” revise	Choice of words, grammar and use of punctuation is good and the content is appropriate with the	A

			title.	
	November 13 th , 2014	Description text “My Best Friend”	Choice of words, grammar and use of punctuation is good and the content is appropriate with the title.	A

3. Problems Faced by Teachers in Assessing Portfolio

There were always problems in assessing especially in assessing students writing skills using portfolio assessing method. The following are some problems faced by the teacher:

a. Time management

In process of assessing, especially in portfolio assessing, time management was important in learning process, but using portfolio assessing need a long time to assess student's worksheet and to process value of the student's. In portfolio assessing process usually need some step in getting the best result like a made draft 1, draft 2 and draft 3 and this made the teacher needed more time in the process of learning activity and process of assessment.

b. The teacher do not know how to process score

Assessment process becomes difficult to be processed due to the vacancy rate. It is due to the incomplete score of the tasks assigned by the teacher. This made difficult the teacher because of some students do not do tasks from the teacher. Vacancy rate made the teacher must given task to the students that have vacancy rate.

It must be done by the teacher in order to make the process of the assessment can run smoothly. So that the students can get value appropriate with competencies standard or appropriate with SKL.

c. The teacher do not master the method of assessment

The teacher must master the method of assessment before do assessment process. Method of assessment was one technique that must be capable by the teacher. Assessment process can run very well if the teacher has capable the steps in method of assessment like of portfolio method in assessing students writing skills. Before using method of assessment the teacher must plan and design the instruments of assessment. The teacher also determines the standard competencies of students score.

D. Discussion

In the use of portfolio assessing student's writing skills at first grade of SMP Amal Mulya Tawangmangu, Karanganyar, the teachers used portfolio to assess student's writing skills. The teacher used portfolio assessing to improve student's ability particularly in writing skill. Then, the findings could be theorized at least in three major points as follows:

1. The Use of Portfolio in Assessing Students Writing Skills

Based on the observation, documentation and interview with the teacher and the student's, in the process of use portfolio assessing students writing skills at first grade of SMP Amal Mulya Tawangmangu, Karanganyar, the teacher could use the portfolio in assessing students writing skills. Portfolio is used by the teacher to know the students progress particularly in writing skills.

The teacher assesses the students portfolio worksheet was to know the student ability and development. This was done by the teacher to know the student's progress in learning English language. This is supported by Genesee and Upshur (1996: 100) who stated that a portfolio is a purposeful collection of students' work that

demonstrates to students and others their efforts, progress, and achievements in given areas.

Form of the students' worksheet assessed by the teacher were student's homework, student's group task, student's individual task, student's daily test and final test. The teacher assessed the student's worksheet to know the student's ability and knowledge in English language especially in writing skills. This is in line with Permendiknas No. 22 (2006) that assignment of structured and unstructured activities are independent learning activities such as deepening of the learning material by learners are designed by educators to reach the standard competency. In line with the above theory that assignments of structured or unstructured assignment are learning activities to further explore the material. So, the assessment can measure and provide information on attainment of learners obtained through, structured assignments, and independent unstructured activities.

Based on the research finding the teacher assessed the students worksheet used portfolio assessing. The teacher conducted process of writing that were pre-writing, drafting, revising, and editing. This is in line with Brown (2000) in Fauziati (2010: 50) states that pre-writing, drafting, revising, and editing take place throughout the process of writing. The teachers do this to get the best result in writing process. So the student's get better result in writing process.

From the research finding the teacher conducted procedure of assessment by assessing student's worksheet directly. The teacher assessed the student's worksheet by giving mark circle in the student's worksheet with red pen. In this case the teacher just assessed without assessing planning. The teacher just took the best result of the student's score and the teachers analyzed the result of assessment and in final semester the teacher made final score. This is not in line with Permendiknas No. 22 (2006) that the assessment procedure system must includes assessing planning, assessment implementation;

analyzing the result of assessment, assessment follow-up and reporting. The procedure of assessing was needed by the teacher, because with procedure of assessment the teacher can assess the student's worksheet with structured. So, the teacher's statement was not in line with the theory. The teacher must have planning to score students worksheet especially in writing descriptive text. The procedure of scoring used by the teacher was not appropriate with the theory. The teacher must be capable to use the procedure of assessment so that the result of assessing was better.

In the research finding the teacher determined the student's writing score from student's task with consideration diction, punctuation, grammar and content. This is in line with Brown (1991:356) who states that the criteria of assessing writing include content, discourse, syntax, vocabulary and mechanics. The teacher determined the score as a student's evaluation in learning process. The score determined by the teacher with giving a score on the student's worksheet in accordance with the level of mistake. Determination of assessment had been designed by the teacher before the learning activity. The teacher prepared assessment determination in lesson plan that had been accompanied by assessment instruments.

2. The Instruments Used to Assess the Students Portfolio in Writing Skills

Based on the research finding, the instruments are used to assess student's portfolio in writing skill at the first year student of SMP Amal Mulya Tawangmangu Karanganyar. The teacher used some instruments namely student's worksheet, material needed, criteria of assessment and rubric score. This is in line with Permendiknas no. 22 (2006) that concerning the content standards. Therefore, it is necessary to increase the knowledge and development skill of assessments instruments in students learning outcome that takes into account the purpose of English

learning and the condition faced by the students and in accordance with the standards of assessments.

From the research finding of portfolio assessment, the teacher made a draft to revise and to get the best result like draft 1 in the first meeting and draft 2 in the second meeting. This is done by the teacher to get validity of assessment and to know the progress of the student's in learning English language especially in writing descriptive text. This is in line with Hyland (2004: 178) that portfolio assessment has the advantage of increasing the validity of assessment. This is supported by, Hamp-lyons in Hyland (2004:178) who stated that points out that portfolio assessment strongly support pedagogies that involve multi-drafting, revision, peer review, collaborative learning and reflective writing. Reflection, in fact, is the actually one of the main advantages of portfolio assessment.

So, the instrument of portfolio assessing was needed by the teacher as evidence in evaluation and learning process. The instrument of portfolio was validity data of assessment process in order to make the process of scoring student's more valid.

3. Problems Faced by Teachers in Assessing Portfolio

Based on the result of observation and interview, there are some problems faced by the teachers in use of portfolio assessing namely time management, the teacher do not know how to process score, the teacher do not master the method of assessment.

In time management, the teacher must be capable in using time, especially in process learning activity and process of assessment. Although portfolio assessing method need more time but this method was appropriate to assess students writing skill especially in writing descriptive text. Time management can run well if the teacher can manage process of learning or in process of assessment well.

The process of scoring was important to be mastered by the teacher. The process of value is process to evaluate student's competency in English language especially in writing descriptive text. From process of assessment the teacher can know the student's ability and the student's progress in writing descriptive text.

Method of assessment is main point in assessment process. Method of assessing is method that use by the teacher to determine the student's score. The teacher must be capable the method of assessing especially portfolio method in assessing the students writing skill. The teacher must know how to process a value, the procedure of score, determine score and the teacher can make an instrument of assessment.

E. Conclusion

Based on the research result and the discussion of the finding the researcher finds some conclusions namely:

1. The use of portfolio assessment can improve students' writing skills.
2. There are some strengths and weakness of using portfolio assessment in writing skills. The strengths are portfolio assessment can improving students' writing skill in using words order, tenses, pronouns, vocabulary, sentence patterns, and other grammar forms. The weakness of using portfolio assessing in writing skill, it needs more times for students to write and revise.

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